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exertion" comes nearer to actual conditions than the fantastic claim of its advocates that it means "a rational choice of an ultimate controlling object."

In the illuminating discussion of the elective system the author makes a point worthy of special consideration: instead of promoting the social and civic relations that a liberal education might be expected to further, the elective system develops in fact indifference to social environment, and emphasizes individualistic tendencies.

To the main theme of his criticism, the pedagogical weakness of the American college, Mr. Flexner contributes his most abundant proof in his chapter on the "Graduate and Undergraduate." His picture of the hopeless confusion in teaching method, occasioned by the presence of three groups, capable graduates, poorly equipped graduates, and immature undergraduates in one and the same course, is recognized by every college officer as painfully truthful; the situation is at least as embarrassing to the instructor as to the student; if reasons of economy are responsible for this incongruity, the revelation must stimulate to measures of reform. A frank, almost ruthless setting-forth of objectionable features, such as this book offers, will arouse many college authorities to the seriousness of the situation; some of them even before its appearance have grasped the difficulties, and are least of all inclined to take offense at such honest criticisms.

The final chapter, "The Way Out," the purely constructive part of the book, may not satisfy the general reader; it is merely a stimulus, an attempt at positive suggestion. It is valuable above all in its emphasis of the teaching function in the college proper, and in insisting upon greater definiteness in the presentation of college courses upon rational organization of the subject-matter.

Ten years hence, after the criticisms involved in the earlier chapters have borne fruit, it will undoubtedly be possible to offer more distinctive measures of reform; the final chapter may then be reconstructed along lines of broader significance; the conscience of the American college officer will co-operate with Mr. Flexner in his desire to improve upon existing conditions.

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Mind in the Making: A Study in Mental Development. By EDGAR JAMES SWIFT. New York, 1908. Pp. x+329.

The scope of educational psychology is broad and there are many points of view from which it is legitimate to approach any one of its manifold subdivisions. This volume is a series of essays on education from a broadly psychological point of view, that of the individual psychology of the learner rather than that of vague general principles supposed to underlie the educative process. On the whole it is very well written and extremely suggestive, even though the psychologist may feel that some of the statements should be accepted with reservations.

That "straight psychology" is not immediately profitable for the teacher has become increasingly apparent in the last few years. This should not be taken to mean that psychology as such should not be studied by the teacher, but rather that, inasmuch as the science of education is a fairly determinable field with its own peculiar problems which may be legitimately investigated on their own

account, it is not any longer to be regarded as an appendage of psychology. Hence the study of psychology, while of general benefit to the teacher as it is to anyone engaged in a serious vocation in life, has no immediate and peculiar value in and of itself for the teacher.

The recent development of individual psychology has brought the educator much significant material. Every real teacher has, of course, long known that his business is with the individual rather than with an abstract generalized "child." Individual psychology has helped the teacher specifically in his study of the variations and possibilities of child-nature and it has furthermore given a sanction to the systematic study of individuality which has transcended the bounds of psychology as such. This is altogether proper, for the problems of education are not coextensive with the problems of psychology.

It is from such a view-point, if we understand him, that Professor Swift treats such topics as the standards of human power, the criminal tendencies of boys, the school and the individual, schoolmastering education, etc., pointing out with a wealth of illustration how greatly individual capacity varies and how great is the danger, in the school, as elsewhere, of attempting to measure the individual by a-priori standards of any sort. Variations in individual capacity are shown to have close relations to physiological conditions, and this is traced in chapters on "Reflex Neuroses and Their Relation to Development," and "Some Nervous Disturbances of Development." The author's previous experimental studies in "learning" are well known and are succinctly and clearly summarized in this book. His conclusions regarding the curve of learning have been long recognized as true by thoughtful teachers, but it is altogether worth while to show, as Swift does, how this general feeling is supported by tests, and that it may be represented graphically. The problems of learning here investigated are, of course, too complex to admit of the exact conclusions that the abstract experimentalist usually sets up as his goal, but they do represent proper lines of pioneer investigation and their results may well be broadly true. Such investigations as these will undoubtedly clear the way for the study of more specific problems under more rigorous conditions. It is doubtful, however, whether it is wise for the educator to seek to reduce his experimentation to the rigorous type idealized by the physical sciences. Human nature as he must deal with it is too complex and has too much of an element of variability about it, to render the "ideal" scientific test of much more value than the general and concrete ones offered in this volume. There is as much danger of over-refinement as there is of too little of it. No results of educational or psychological tests can be utilized without interpretation, and the educator may well feel when *all* the disturbing conditions have been removed that he is confronted by a situation so unreal as to give results devoid of all vitality and with a meaning fully as ambiguous as those of experimental studies in which the process of elimination has not been carried to an extreme. We therefore sympathize thoroughly with the author in his experimental studies. His plea for experimental pedagogy is vigorous and the illustrations of it as attempted in one of the St. Louis high schools are suggestive. The attempt here was to determine the "curve of learning" and the influence of the knowledge of one language upon learning another. The results, while only tentative, are most interesting and should stimulate further work in similar and cognate lines.

The book closes with a chapter on the "Educational Reconstruction of

Nature," in which the attempt is made to state the proper place of education as a factor for supplementing the biological evolution of the species.

The reviewer takes pleasure in stating that he has found the book most stimulating in the classroom, and that, if the ability to provoke thought and discussion is in any way a measure of the excellence of a piece of work, this should receive a high rank.

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Which College for the Boy? Leading Types in American Education. By JOHN CORBIN. Boston: Houghton, Mifflin & Co., 1908. Pp. 274. \$1.50.

This book is a collection of six essays dealing with university life at Princeton, Harvard, Michigan, Cornell, Chicago, and Wisconsin, to which are appended a description of the rise of the state agricultural college ("The Awakening of the Farmer"), a comparison of the small college (Beloit and Knox) with the university, and a brief note upon the cost of a college education. The essays appeared originally in the *Saturday Evening Post* (Philadelphia), but in their present form they have been somewhat amplified and supplied with interesting notes in which the author considers the criticisms, particularly those from Harvard adherents, that have been directed against the original articles.

The author disclaims the intent, which his main title suggests, of advising parents where to send their sons: his aim is rather to familiarize young men and their parents, and even college graduates themselves, with the *clientèle*, traditions, aims, and activities of a half-dozen typical American universities, in brief "to enable the reader to think effectively on the problem in hand, and so to suit the college to the boy, the boy to the college." This purpose Mr. Corbin has accomplished in a manner at once instructive, entertaining, and, I believe, unexpectedly frank and unbiased.

The six universities are, as has been said, selected as representatives of as many types, which are indicated by the subtitles of the essays: thus Princeton is termed a collegiate university, Harvard a Germanized university, Michigan a middle-eastern university, Cornell a technical university, Wisconsin a utilitarian university, while Chicago is dubbed the "University by Enchantment."

It is no doubt true that these designations possess descriptive value. Mr. Corbin has caught and embodied a characteristic feature of each of these leading institutions. Naturally, the temptation is to overstrain the features, and it may, on this account, be questioned whether he has not in some cases distorted his perspective in his endeavor to justify his descriptive title.

A considerable portion of each article is concerned with the social life of the student-body—fraternities, clubs, dormitories, dining-halls, etc.—and this Mr. Corbin, evidently on the basis of his acquaintance with the English universities, regards as a problem which is vital and as yet virtually unsolved in this country.

On the other hand, the real inside life of these six leading universities has, in our opinion, often escaped portrayal. We doubt whether Mr. Corbin has pictured adequately the real opportunities that any one of these institutions offers to its students. The pictures that are given are rather, one might say, the